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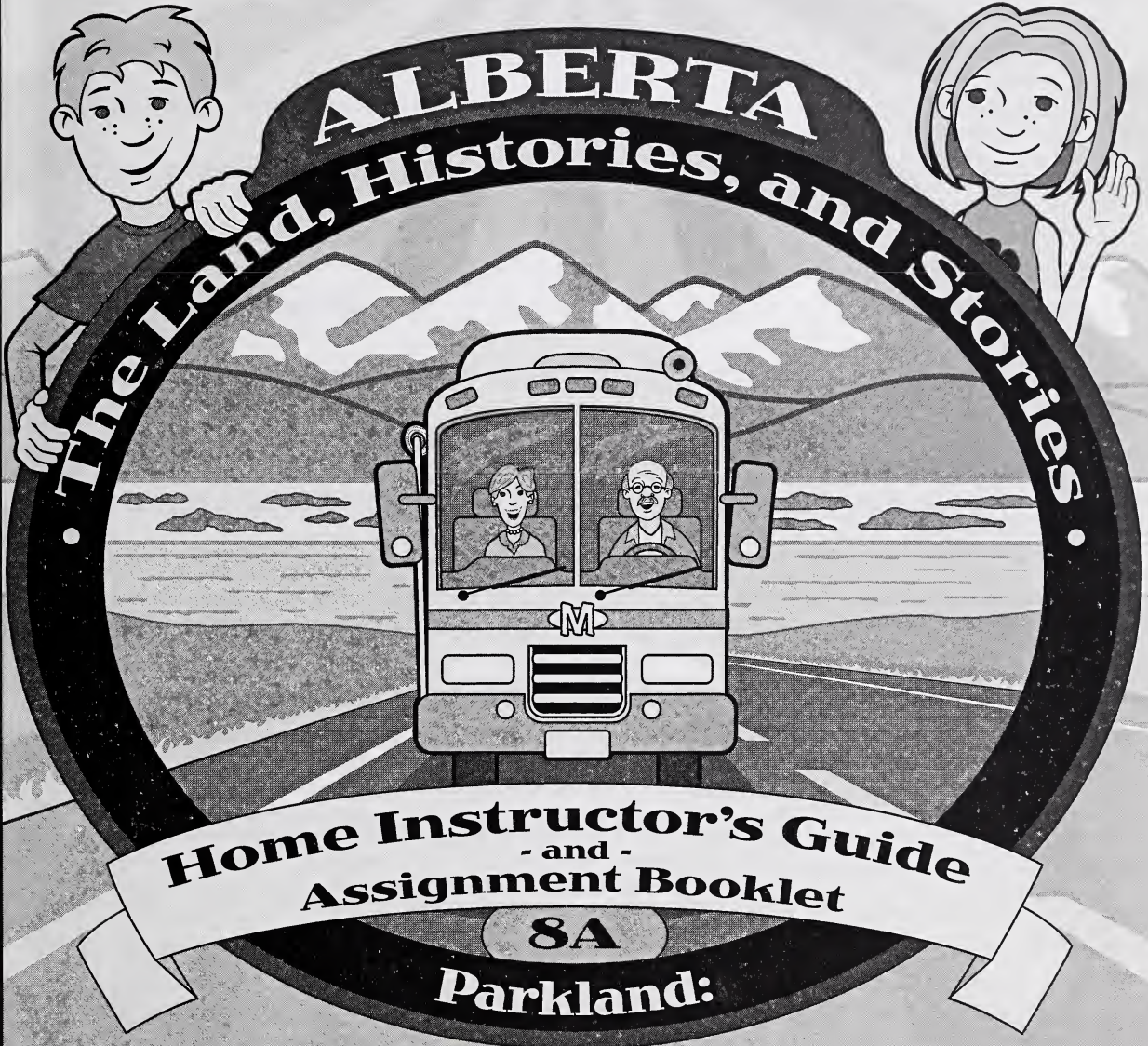


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GRADE

4

Social Studies



Songs of Soil in Urban Spaces



Learning
Technologies
Branch

Alberta
EDUCATION

Grade 4 Social Studies
Module 8: Parkland: Songs of Soil in Urban Spaces
Home Instructor's Guide and Assignment Booklet 8A
Learning Technologies Branch
ISBN 0-7741-2885-2

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.

| This document is intended for | |
|-------------------------------|---|
| Students | ✓ |
| Teachers | ✓ |
| Administrators | |
| Home Instructors | ✓ |
| General Public | |
| Other | |



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

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Module 8: Parkland: Songs of Soil in Urban Spaces

Overview

In Module 8 the student continues the journey with Isabelle and Alex in the Parkland Natural Region. With the twins, the student stands in the shadow of a giant pysanka and discovers those giants of the prairies—the grain elevators.

With the twins, the student walks through Vegreville; visits the Ukrainian Cultural Heritage Village and hears stories of brave homesteaders; and visits Elk Island National Park, where bison, elk, and other fascinating animals live. The student learns why a community was called Amber Valley and hears about a pink and green house that still stands on the prairie. The student also learns who built the oldest log mission in St. Albert.

The student travels back in time to hear stories of the brave Métis who fought for their land and then sadly moved west. Also discussed are the great leaders Poundmaker and Big Bear, who joined a rebellion nine years after they signed Treaty 6. The student hears about a sleepy prisoner who lifted a sod roof and a woman who joyously greeted guests with shots from a cannon.

The student watches as a fort on the banks of a swift river grows into a capital city.

Assessment

This is how the marks for Module 8 are distributed:

Assignment Booklet 8A

| | |
|----------------------|-----------------|
| Chapter 1 Assignment | 20 marks |
| Chapter 2 Assignment | 20 marks |
| Chapter 3 Assignment | 15 marks |
| Chapter 4 Assignment | 35 marks |
| Chapter 6 Assignment | 20 marks |
| Chapter 7 Assignment | <u>10 marks</u> |
| Total | 120 marks |

Assignment Booklet 8B

| | |
|-----------------------|-----------------|
| Chapter 9 Assignment | 20 marks |
| Chapter 10 Assignment | 15 marks |
| Chapter 11 Assignment | 10 marks |
| Chapter 14 Assignment | 15 marks |
| Chapter 15 Assignment | 15 marks |
| Chapter 17 Assignment | <u>25 marks</u> |
| Total | 100 marks |

Field Trips and Speakers

Field trips and speakers can enrich the student's experience and help reinforce concepts. This module provides several opportunities for both.

Recommended field trips include the following:

- Vegreville (to see the aluminium pysanka sculpture and to eat borsch)
- Ukrainian Cultural Heritage Village (Actors in costume retell the history of Ukrainian settlers.)

- Métis Crossing (historic meeting place, mission, trading post, and Métis settlement south of Smoky Lake on the North Saskatchewan River)
- St. Albert
 - St. Albert Place/Musee Heritage Museum
 - Father Lacombe Chapel
 - The Vital Grandin Centre
- Markerville (cheese factory and nearby historic home of Stephan Stephansson)
- Edmonton:
 - Edmonton's river valley and the walk from Hawrelak Park, along Emily Murphy Park, east along the river to the John Walter Museum, and across the Walterdale Bridge to the Legislature (Chapter 11)
 - The student would get a greater depth of understanding about the many immigrants who moved to Alberta by touring Chinatown (97 St.), Little Italy (95 St.), and Greek restaurants (124 St.), tasting some of the food and visiting some of the churches or temples located in those areas.
 - If at all possible, a visit to the Edmonton Heritage Festival held in Hawrelak Park on the first weekend in August is highly desirable. The student will discover food, clothing, dances, music, and various artifacts of people from every continent.
 - A visit to historic Fort Edmonton to see a replica of the historic fort and businesses and buildings of early Edmonton pioneers will enrich the student's understanding.
 - the various sights, attractions, and events listed in Chapters 13, 14, and 15
- Enoch Cree Reserve (with permission) to speak to community Elders and storytellers
- The Parkland Natural Region:
 - Elk Island National Park
 - a country drive to see a grain elevator
 - the coal seam along the North Saskatchewan River at the Gold Bar Bridge in Edmonton
 - a natural history museum, such as the Royal Alberta Museum in Edmonton, that has excellent dioramas of Alberta wildlife

If opportunities are available, listen to the following speakers discuss the history of fur traders; settlers and homesteaders; Métis people; Cree people; Vegreville; St. Albert; Edmonton; and reserves:

- historians or staff from Fort Edmonton Park
- Royal Alberta Museum curators
- local historical society members
- staff from the Native Friendship Centre or Amiskwaciy Academy
- representatives of the Métis Nations of Alberta
- educators, teachers, or professors in native studies, anthropology, drama, or history from a local school, university, or college

Where possible, listen to the following speakers discuss landforms, natural regions, the climate, natural resources, vegetation and wildlife, grain elevators, industries covered in the module, Elk Island National Park, and Edmonton:

- national parks employees
- geographers
- meteorologists
- staff from the University of Alberta
- city of Edmonton interpreters
- petroleum, natural gas, and coal industry workers

Supplemental Reading

These books are excellent stories to supplement the topics, but may be above an average grade 4 reading level. In that case, read the stories to the student. Some of the books contain beautiful pictures or illustrations the student is sure to enjoy.

- *Alberta Homestead: Chronicle of a Pioneer*, by Sarah Ellen Roberts, University of Texas Press, 1971.
- *All of Baba's Children*, by Myrna Kostash, NeWest Press, 1992.
- *An Edmonton Album: Glimpses of the Way We Were*, by Jo-Anne Christensen and Dennis Shappka, Hounslow Press, 1999.
- *Belle's Journey*, by Marilynn Reynolds, illustrated by Stephen McCallum, Orca Book Publishers, 1993.
- *The Best Edmonton Stories*, by Tony Cashman, Hurtig Publishers, 1976.
- *Birds of Edmonton*, by Robin Bovey, Lone Pine Publishing, 1990.
- *Bones in the Basket: Native Stories of the Origin of People*, by C. J. Taylor, Tundra Books, 1998.
- *Canada's People: The Métis*, by Phyllis Cardinal and Dale Ripley, Plains Publishing, 1987.
- *Champions: The Making of the Edmonton Oilers*, by Kevin Lowe and Stan and Shirley Fischler, Prentice-Hall 1988.
- *Cree Legends*, Vol. I and II, by B. Ahenakew and S. Hardlotte (eds.), Saskatchewan Indian Cultural College, 1973.
- *The Discoverer's Guide to Elk Island Park*, by Ross Chapman
- *Edmonton: In Our Own Words*, by Linda Goyette and Carolina Jakeway Roemmich, University of Alberta Press, 2004.
- *Edmonton: Secrets of the City*, by Charlene Rooke, Arsenal Pulp Press, 2001.
- *Edmonton: Stories from the River City*, by Tony Cashman, University of Alberta Press, 2002.
- *Fifty Historical Vignettes: Views of the Common People*, by Don McLean, Gabriel Dumont Institute, 1987.
- *For Our Children*, by Peter Shostak, Yalenka Enterprises, 1991.
- *Gateway City: Stories from Edmonton's Past*, by Alex Mair, Fifth House Publishers, 2000.

- *Gone But Not Forgotten: Tales of the Disappearing Grain Elevators*, by Elizabeth McLachlan, NeWest Press, 2004.
- *Grain Elevators*, by Lisa Mahar-Keplinger, Princeton Architectural Press, 1996.
- *Hello Edmonton (Canada Rainbow Series)*, by Elma Schemenauer, Silver Burdett Press, 1986.
- *Hockey Under Winter Skies*, by Peter Shostak, Yalenka Enterprises, 2000.
- *Keepers of the Animals: Native American Stories and Wildlife Activities for Children*, by Michael J. Caduto and Joseph Bruchac, Fulcrum Publishers, 1991.
- *Kidmonton: True Stories of River City Kids*, by Linda Goyette, Brindle and Glass Publishing, 2004.
- *Legends of Wesakecha*, by Anne Anderson, AB Western Industrial Research and Training Centre, 1976.
- *Lesia's Dream*, by Laura Langston, Harper Collins, 2003.
- *Mamie's Children: Three Generations of Prairie Women*, by Judy Schultz, Red Deer College Press, 1997.
- *The New Land—A First Year on the Prairie*, by Marilynn Reynolds, illustrated by Stephen McCallum, Orca Book Publishers, 1997.
- *Place Names of Edmonton*, by City Planning Department, Zoning Branch, City of Edmonton, 1974.
- *The Polish Canadians*, by William Kurelek, Tundra Books, 1981.
- *Prairie: A Natural History*, by Candace Savage, Douglas and McIntyre Publishing Group, 2004.
- *Prairie Born*, by Peter Shostak, Orca Book Publishers, 1997.
- *A Prairie Boy's Summer*, by William Kurelek, Tundra Books, 1979.
- *A Prairie Boy's Winter*, by William Kurelek, Tundra Books, 1984.
- *A Prairie Year*, by Jo Bannatyne-Cugnet, illustrated by Yvette Moore, Tundra Books, 1994.
- *Rescue at Fort Edmonton*, by Rita Feutl, Coteau Books, 2004.
- *They Sought a New World: The Story of European Immigration to North America*, by William Kurelek, Tundra Books, 1985.
- *The Story Behind Alberta Names: How Cities, Towns, Villages, and Hamlets Got Their Names*, by Harry M. Sanders, Red Deer Press, 2003.
- *Swampy Cree Legends*, by Charles Clay, Pine Ridge Publications, 1978.
- *Vegreville in Review*, Vegreville and District Historical Society, 1980.
- *Wheat Kings: Vanishing Landmarks of the Canadian Prairies*, by Greg McDonnell Boston Mills Press, 1998.

- *When Nights Were Long*, by Peter Shostak, Yalenka Enterprises, 1982.
- *Who Has Seen the Wind*, by W. O. Mitchell, illustrated by William Kurelek, McClelland and Stewart, 1991.
- *Wildflowers of Edmonton and Central Alberta*, by France Royer and Richard Dickinson, The University of Alberta Press, 1996.

Other books are available on these topics. Check with the reference librarian at your local library.

Many excellent reference books available at your local library are not written at the student's reading level. Refer the student to the relevant passages and encourage him or her to skim the information. Provide all necessary assistance with vocabulary and concepts.

- *Alberta*, by Sarah Yates, Fitzhenry and Whiteside, 2002.
- *The Atlas of Endangered Resources*, by Steve Pollock, Facts on File, Inc., 1995.
- *Canada: The Land*, by Bobbie Kalman, Crabtree Publishing, 2002.
- *The Cree of North America*, by Deborah B. Robinson, Lerner Publications Co., 2002.
- *Indian Tribes of Alberta*, by Hugh A. Dempsey, Glenbow Museum, 1997.
- *Journey Through Canada*, by Richard Tames, Troll Associates, 1997.
- *Landscapes of Alberta*, by Lynda Hoffman and Pat Redhead, Alberta Education, 1979.
- *The Magical Earth Secrets*, by Della Burford, Vancouver: Western Canada Wilderness Committee, 1990.
- *Protecting Our Air, Land, and Water*, by Gary Chandler and Kevin Graham, Lerner Publishing Group, 1996.
- *The Story of Canada*, by Janet Lunn and Christopher Moore, Lester Publishing and Key Porter Books, 1996.
- *A Traveller's Guide to Geological Wonders in Alberta*, by R. Mussieux and M. Nelson, The Provincial Museum of Alberta, 1998.
- *The World's Energy Resources (World's Resources)*, by Robin Kerrod, Thomson Learning, 1994.

Additional Materials

Students will require a geological poster showing the geology of Edmonton and area (call the Edmonton Geological Society at 427-2843 for a copy) and unlined paper, paints, and crayons (Chapters 3 and 16).

The following materials may be ordered from Alberta Environment:

- Alberta Topography poster
- Caring for the Land poster kit
- Walk Softly and Care for the Land video
- Wetlands: Webbed Feet Not Required poster kit
- The Living Flow—Water in Alberta poster kit
- Stream Connections poster
- Water for Life Booklet

- EnviroKids Find Out About Fish Activity Book
- Amphibians of Alberta poster
- Snakes of Alberta poster
- Alberta Wildlife Viewing Guide
- Alberta Species at Risk brochures
- Introductory Guide to Species at Risk in Alberta
- Burrowing Owl Guide
- Northern Leopard Frog Guide
- Peregrine Falcon Guide
- Trumpeter Swan Guide
- EnviroKids Celebrate the Environment
- The Home We Share poster kit

To receive these materials free of charge, phone (780) 944-0313 or 310-0000 (toll-free outside of Edmonton). You may also e-mail env.infocent@gov.ab.ca to request these materials.

Websites

Suggested websites for this module include the following:

Alberta's Francophone Heritage

<http://www.abheritage.ca/francophone/en/index.html>

St. Vincent and St. Paul: Memory in Francophone Alberta

<http://www.abheritage.ca/stvincent-stpaul/index.html>

Ukrainian Cultural Heritage Village Guided Tour: A Glossary of Terms Used by Ukrainian-Canadians in the 1920s

<http://tapor.ualberta.ca/heritagevillage/menu1.php>

Alberta: Home, Home on the Plains: Settlement: Ivan Pylypow

http://www.abheritage.ca/pasttopresent/settlement/aa_Ivan_Pylypow.html

Alberta: Home, Home on the Plains: Settlement: Wasyl Eleniak

http://www.abheritage.ca/pasttopresent/settlement/aa_Wasyl_Eleniak.html

The History of Ukrainians in Canada

http://www.torugg.org/History/history_of_ukrainians_in_canada.html

Ukrainian Canadians: A Brief History

http://epe.lac-bac.gc.ca/100/205/301/ic/cdc/ottawa_ukrainian/ukrcan/ukrcan1_e.htm

Ukrainian Cultural Heritage Village Guided Tour

<http://tapor.ualberta.ca/heritagevillage/>

Grain Elevators Canada

<http://grainelevators.ca/gallery/showphoto.php/photo/709/cat/686>

Grain Elevator Gallery

<http://www.kconnolly.ca/Elevators/Alberta/index.html>

Endangered Species

<http://elevators.woodengrainelevators.com/index.htm>

Finding Our Way Home

<http://www.royalalbertamuseum.ca/vexhibit/elevator/index2.htm>

Hinterland Who's Who

http://www.hww.ca/index_e.asp

Alberta, Naturally: Parkland Region

<http://www.abheritage.ca/abnature/parklands/parkland.htm>

Parks Canada

<http://www.pc.gc.ca/>

Alberta: Home, Home on the Plains: Settlement: Stephan Stephansson

http://www.abheritage.ca/pasttopresent/settlement/aa_Stephan_Stephansson.html

Alberta: Home, Home on the Plains: Settlement: The Markerville Creamery

http://www.abheritage.ca/pasttopresent/settlement/markerville_creamery.html

Albertans: Who Do They Think They Are?: Mennonites

<http://www.abheritage.ca/albertans/people/mennonite.html>

Understanding Canadian Diversity in Alberta: Mennonite Immigration

http://www.edukits.ca/multiculturalism/student/immigration_mennonite.html

Alberta: Home, Home on the Plains: Land of Opportunity: Hutterite Settlement

http://www.abheritage.ca/pasttopresent/opportunity/hutterite_settlers.html

Alberta: Home, Home on the Plains: Land of Opportunity: Coming to Amber Valley

http://www.abheritage.ca/pasttopresent/opportunity/window_memories_jedwards.html

Athabasca Landing: Gateway to the North: Amber Valley

http://www.collectionscanada.ca/eppp-archive/100/200/301/ic/can_digital_collections/athabasca/html/amber/index.htm

Alberta: Home, Home on the Plains: Settlement: Amber Valley

http://www.abheritage.ca/pasttopresent/settlement/amber_valley.html

Alberta: Home, Home on the Plains: Land of Opportunity

<http://www.abheritage.ca/pasttopresent/opportunity/index.html>

Alberta: Home, Home on the Plains: Settlement

<http://www.abheritage.ca/pasttopresent/settlement/index.html>

Homesteading: Life on a Homestead

<http://www.alittlehistory.com/ViH-bgin.htm>

The Métis in Alberta

<http://www.albertasource.ca/metis/>

Alberta: How the West Was Young: First Nations and Métis

http://www.abheritage.ca/alberta/fn_metis/treaties.html

Métis Nation—Saskatchewan
<http://www.metisnation-sask.com/>

The Métis Nation of Alberta
<http://www.albertametis.com/MNAHome.aspx>

CBC Archives: Rethinking Riel: Rebellion on the Red
http://archives.cbc.ca/IDD-1-73-1482/politics_economy/louis_riel/

Gabriel Dumont Institute
<http://www.gdins.org/home.html>

Famous Five: Heroes for Today
<http://www.abheritage.ca/famous5/index.html>

Environment Canada: Canadian Climate Normals or Averages 1971–2000
http://www.climate.weatheroffice.ec.gc.ca/climate_normals/index_e.html

Virtual Guidebook Alberta, Canada
<http://virtualguidebooks.com/Alberta/Alberta.html>

Edmonton Virtual Reality Tour
<http://www.vredmonton.com>

Chapter Summaries

Chapter 1: Tales of Homesteaders and a Pysanka

This chapter should take approximately 40 minutes to complete.

Objective

The focus is on French- and English-speaking homesteaders who moved to the Vegreville area, their struggles and joys as they built a new community, and a glimpse of why they rushed to choose a name for their town.

Instructional Strategies

With the student, read the story of Eugene Poulin and his friends who emigrated north after a long period of drought. Contrast the expectations of some English-speaking homesteaders who imagined an easy life in a land filled with fruit trees and winters by the fire, with the realistic viewpoint of Edward Dennis, who arrived with horses, ploughs, and even a mower and carefully chose prime land for his homestead.

Point out that women worked as hard as the men and that children also had many responsibilities. Whenever possible, compare the life of the student with those of the homesteaders. For example, contrast paved roads and sidewalks in the student's community with the muskeg, rutted roads, and swampy lands the homesteaders crossed just to reach their land.

Assist the student as necessary to access items on the Grade 4 Social Studies Multimedia CD at designated points in this chapter.

Review the new and old vocabulary introduced throughout the module and, whenever possible, incorporate it into conversation.

At the end of the chapter, direct the student to the Chapter 1 Assignment in Assignment Booklet 8A. Review the questions at the end of the chapter before the student proceeds to the Assignment Booklet to complete the work.

Additional information about Alberta's Francophone heritage may be found at the following websites:

- <http://www.abheritage.ca/francophone/en/index.html>
- <http://www.abheritage.ca/stvincent-stpaul/index.html>

Chapter 2: From “Trochok” to a Train

This chapter should take approximately 40 minutes to complete.

Objective

The focus is on the ingenuity of homesteaders, the story of a man who casually raised the sod roof of a jail, and a glimpse into why the homesteaders in the Vegreville area moved their town to a new townsite.

Instructional Strategies

Engage the student with the story about Pra-Baba and the chickens that seemed to be driving a truck and the story about the resourceful man who may or may not have wrapped himself in a NWMP officer's blanket when he got cold in the night. Contrast the good times with the struggles and difficulties faced by homesteaders.

Discuss why the community of Vegreville moved from a prime piece of land to a swampy, low spot several kilometres away. Be sure the student understands that railway owners rarely consulted with the community and built railway stations in locations that suited their own needs.

At the end of the chapter, direct the student to the Chapter 2 Assignment in Assignment Booklet 8A.

Beyond the Story

Assist the student with finding the English terms for Ukrainian words at the following website:

<http://tapor.ualberta.ca/heritagevillage/menu1.php>

Click on “menu,” then click on “multimedia,” finally click on “Ukrainian Dictionary.”

| | |
|-----------------|-----------|
| <i>ais krim</i> | ice cream |
| <i>baika</i> | story |
| <i>begz</i> | bags |
| <i>boisy</i> | boys |
| <i>desky</i> | desks |
| <i>farma</i> | farm |

Baika is the only authentic Ukrainian word. The rest are Canadian-Ukrainian slang words.

As the student learns new vocabulary, explain that there weren't ESL (English as a Second Language) classes when homesteaders came to Alberta. Point out how homesteaders adapted their own words to a new language out of necessity.

Chapter 3: West, with Dreams and the “Kobzar”

This chapter should take approximately 40 minutes to complete.

Objective

The focus is on the Ukrainian Cultural Heritage Village.

Instructional Strategies

With the student, imagine life on the homestead from the viewpoint of the three different homesteaders presented in Chapter 3. Discuss why landlords in Ukraine did not want the homesteaders to leave. Also discuss the things (such as memories, determination, the “Kobzar,” and a bandura) that made life a little easier in the new land.

After the student completes the questions independently, discuss the answers to make sure he or she understands the complex reasons why Ukrainian homesteaders left the people and the land they loved to make the long journey to Alberta homesteads.

Assist the student as necessary to find out more about the first Ukrainian homesteaders at the following websites:

- http://www.abheritage.ca/pasttopresent/settlement/aa_Ivan_Pylypow.html
- http://www.abheritage.ca/pasttopresent/settlement/aa_Wasyl_Eleniak.html
- http://www.torugg.org/History/history_of_ukrainians_in_canada.html
- http://epe.lac-bac.gc.ca/100/205/301/ic/cdc/ottawa_ukrainian/ukrcan/ukrcan1_e.htm

Assist the student as necessary to view “Ukrainian Cultural Heritage Village” and “Living History” on the Grade 4 Social Studies Multimedia CD.

At the end of the chapter, direct the student to the Chapter 3 Assignment in Assignment Booklet 8A.

Beyond the Story

This chapter includes an optional Beyond the Story activity. You may wish to get copies of *The Polish Canadians* and *They Sought a New World: The Story of European Immigration to North America*, both by William Kurelek, to read more about homesteaders and settlers from other lands.

Chapter 4: Sentinels of the Prairies

This chapter should take approximately 40 minutes to complete.

Objective

This chapter focuses on the economic and historic significance of grain elevators to Albertans. The student researches, illustrates, and writes about a grain elevator in a community in Alberta.

Instructional Strategies

The student will be researching a grain elevator in a community in Alberta. The student should find websites for this research project on his or her own. Give help only if the student requires it.

The following websites have a lot of information about grain elevators:

- <http://www.royalalbertamuseum.ca/vexhibit/elevator/index2.htm>
- <http://www.kconnolly.ca/Elevators/Alberta/index.html>
- <http://grainelevators.ca/gallery/index.php>
- <http://elevators.woodengrainelevators.com/index.htm>

A very good book about grain elevators in Alberta is *Gone But Not Forgotten: Tales of the Disappearing Grain Elevators*, by Elizabeth McLachlan. If possible, borrow or purchase this book for the student.

Have the student show you where Bellis and Andrew are on the map of Alberta. Ask the student to tell you how he or she found the communities.

At the end of the chapter, direct the student to the Chapter 4 Assignment in Assignment Booklet 8A.

Chapter 5: A Parkland Oasis

This chapter should take approximately 40 minutes to complete.

Objective

This chapter focuses on the geography and wildlife of Elk Island National Park.

Instructional Strategies

Watch as the student calculates the distance between the eastern boundary of Edmonton and the western boundary of Elk Island National Park.

Ask the student to consider why Elk Island National Park is the only national park in all of Canada that is enclosed by a fence. Reasons might include keeping the animals in or keeping other animals from coming into the park.

Mammals found in the park include the following:

- | | | |
|----------------|---------------------|-------------------|
| • wood bison | • pygmy shrew | • snowshoe hare |
| • plains bison | • coyote | • ground squirrel |
| • muskrat | • mule deer | • porcupine |
| • beaver | • white-tailed deer | • weasel |
| • elk | • moose | • mink |

Birds in the park include the following:

- | | | |
|---------------------------------|----------------------------------|---------------------|
| • hairy and pileated woodpecker | • ruffed grouse | • boreal chickadee |
| • gray catbird | • red-eyed and blue-headed vireo | • LeConte's sparrow |
| • Nelson's sharp-tailed sparrow | • clay-colored sparrow | • ovenbird |
| • mourning warbler | • blue heron | • red-tailed hawk |
| • yellow-bellied sapsucker | • rose-breasted grosbeak | • ruffed grouse |
| • Canada geese | • trumpeter swan | • white pelican |
| • mallard duck | • red-necked grebe | • ruddy duck |
| • great grey owl | • great horned owl | |

An excellent book that tells all about Elk Island National Park, and is suitable for grade 4 students, is *The Discoverer's Guide: Elk Island National Park*, by Ross Chapman.

Beyond the Story

This chapter includes an optional Beyond the Story activity. Encourage the student to visit the following website to find out more about the Serengeti National Park:

<http://www.serengeti.org/index.html>

Chapter 6: A Walk in the Park

This chapter should take approximately 40 minutes to complete.

Objective

This chapter focuses on the recreational activities available in Elk Island National Park and its wildlife.

Instructional Strategies

Have the student go to the Hinterland Who's Who website at http://www.hww.ca/index_e.asp. Ask the student to look up one or more mammals and birds.

Discuss recreational activities that people can do at the park year-round.

At the end of the chapter, direct the student to the Chapter 6 Assignment in Assignment Booklet 8A.

Beyond the Story

This chapter includes optional Beyond the Story activities. In the first activity, the student is asked to find out more about the world of rodents on the Internet. In the second activity, the student may go to the following website to listen to stories about some of the animals found in Elk Island National Park and throughout the Parkland Natural Region:

<http://www.abheritage.ca/abnature/parklands/parkland.htm>

Chapter 7: A Park for Future Generations

This chapter should take approximately 40 minutes to complete.

Objective

This chapter focuses on Elk Island National Park and its environmental significance.

Instructional Strategies

Discuss reasons why a golf course in the middle of Elk Island National Park might be bad for the environment:

- The chemical usage of pesticides to control weeds and insects is damaging to the soil.
- The chemicals leach into Lake Astotin, which is harmful to the animals that depend on it.
- Water used to irrigate the lawns depletes Lake Astotin.

After the student completes question 1, discuss some low-impact activities (environmentally friendly recreational activities that cause little or no damage to the surrounding environment) people can do in the park.

Assist the student as necessary to browse the Parks Canada website at <http://www.pc.gc.ca>. Search for “Elk Island” and find out more about the park.

At the end of the chapter, direct the student to the Chapter 7 Assignment in Assignment Booklet 8A.

Chapter 8: An Amber Valley and a Pink House

This chapter should take approximately 40 minutes to complete.

Objective

The focus is on four groups of homesteaders who settled in Alberta, including the great Icelandic poet Stephan Stephansson who moved with his family to Markerville, Hutterite and Mennonite homesteaders who were pacifists, and African-American settlers who found greater tolerance among the Cree people of Amber Valley.

Instructional Strategies

Assist the student as necessary to access the segment about on Stephan Stephansson on the Grade 4 Social Studies Multimedia CD. Help the student locate additional information about Stephansson on the following website:

http://www.abheritage.ca/pasttopresent/settlement/aa_Stephan_Stephansson.html

Help the student learn more about the Mennonites of southern Alberta at the following websites:

- <http://www.abheritage.ca/albertans/people/mennonite.html>
- http://www.edukits.ca/multiculturalism/student/immigration_mennonite.html

Have the student find out additional information about the Markerville creamery at the following website:

http://www.abheritage.ca/pasttopresent/settlement/markerville_creamery.html

The following website provides more information about Hutterites who came to Alberta:

http://www.abheritage.ca/pasttopresent/opportunity/hutterite_settlers.html

Assist the student as necessary to listen to the segment about Amber Valley on the Grade 4 Social Studies Multimedia CD. Help the student access additional information about African-American immigration to Alberta at the following websites:

- http://www.abheritage.ca/pasttopresent/opportunity/window_memories_jedwards.html
- http://www.collectionscanada.ca/eppp-archive/100/200/301/ic/can_digital_collections/athabasca/html/amber/index.htm
- http://www.abheritage.ca/pasttopresent/settlement/amber_valley.html

Discuss why Mennonite and Hutterite people had to move each time a country they were living in went to war, and why African-Americans weren't treated as equals even though they were no longer slaves. Compare their reasons for moving to Alberta with the reasons of French-speaking, Ukrainian-speaking, and English-speaking homesteaders who came to a place that was called the Northwest Territories until 1905.

Compare reasons why homesteaders chose the name of Vegreville for their community with the reasons why homesteaders in Markerville and Amber Valley chose those names for their towns.

Although there isn't a specific assignment in the Assignment Booklet for this chapter, the student will learn more about early homesteaders by visiting the following websites:

- <http://www.abheritage.ca/pasttopresent/settlement>
- <http://www.abheritage.ca/pasttopresent/opportunity/>
- <http://www.alittlehistory.com/ViH-bgin.htm>

Beyond the Story

This chapter includes an optional Beyond the Story activity. The student may wish to learn more about the lives of early homesteaders and how they named their communities by reading one of the suggested books.

ASSIGNMENT BOOKLET 8A

Grade 4 Social Studies
Module 8: Chapters 1–8

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SUBMITTING THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you are registered for distance learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

MAILING

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**
2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

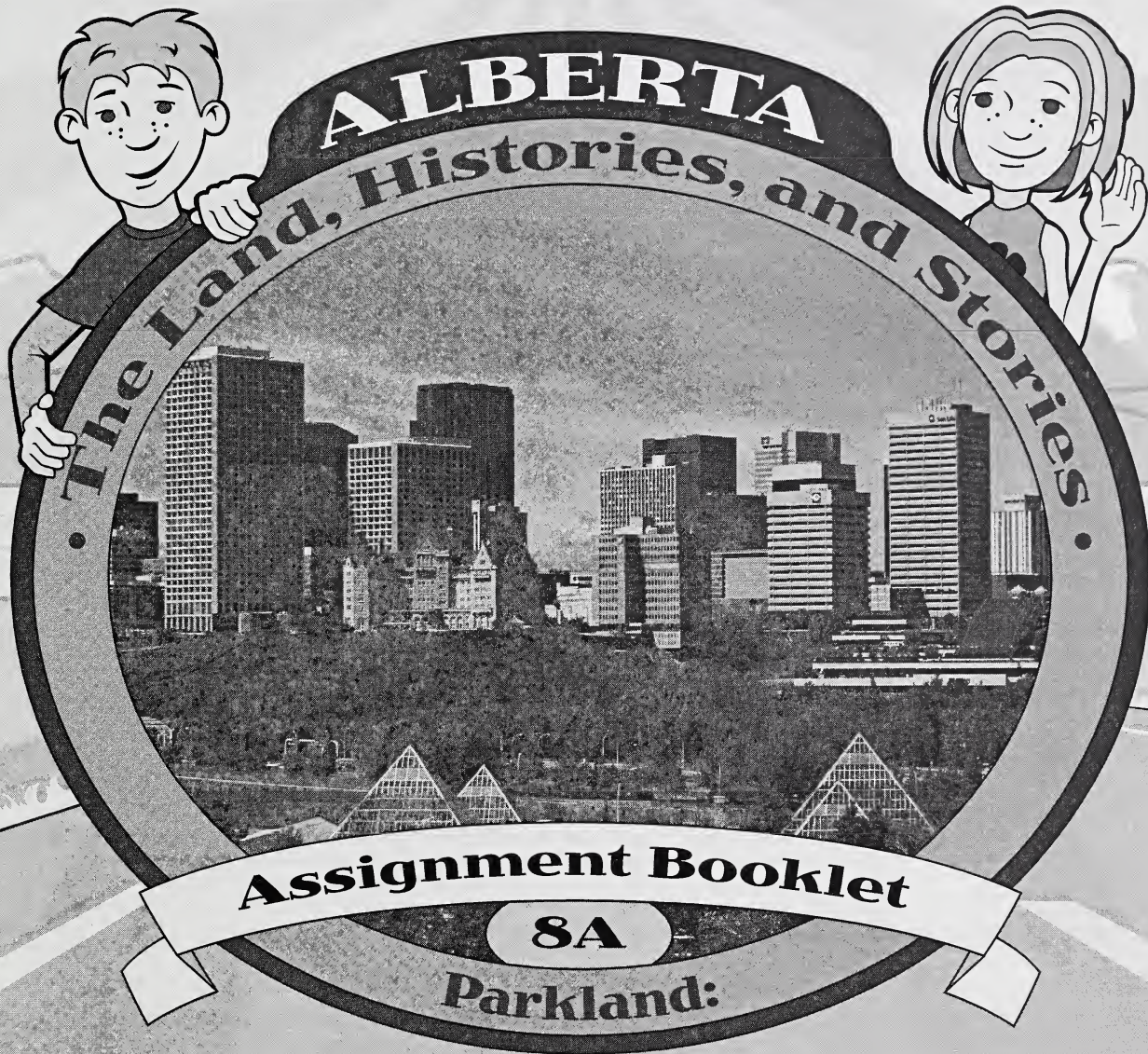
E-MAILING

It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. You also may be **required** to e-mail some of your assignments. Contact your teacher for the appropriate e-mail address.

GRADE

4

Social Studies



**Learning
Technologies
Branch**

Alberta
EDUCATION

FOR TEACHER'S USE ONLY

Summary

| | Total Possible Marks | Your Mark |
|----------------------|----------------------|-----------|
| Chapter 1 Assignment | 20 | |
| Chapter 2 Assignment | 20 | |
| Chapter 3 Assignment | 15 | |
| Chapter 4 Assignment | 35 | |
| Chapter 6 Assignment | 20 | |
| Chapter 7 Assignment | 10 | |
| | 120 | |

Teacher's Comments

Grade 4 Social Studies
Module 8: Parklands: Songs of Soil in Urban Spaces
Assignment Booklet 8A
Learning Technologies Branch

Cover Art: *photo* Alberta Economic Development

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Assignment Booklet.

| | |
|-------------------------------|---|
| This document is intended for | |
| Students | ✓ |
| Teachers | ✓ |
| Administrators | |
| Home Instructors | ✓ |
| General Public | |
| Other | |



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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ASSIGNMENT BOOKLET 8A

GRADE 4 SOCIAL STUDIES: MODULE 8

CHAPTER 1 ASSIGNMENT TO CHAPTER 8 ASSIGNMENT

This Assignment Booklet is worth 120 marks out of the total 220 marks for the assignments in Module 8. The value of each assignment and each question is stated in the left margin.

Read all parts of your assignment carefully and record your answers in the appropriate places. If you have difficulty with an assignment, go back to your Student Module Booklet and review the appropriate chapter. Be sure to proofread your answers carefully before submitting your Assignment Booklet.

20

4

Chapter 1 Assignment: Tales of Homesteaders and a Pysanka

1. The first homesteaders in the Vegreville area were Joseph Poulin and other French-speaking settlers from Kansas. They decided to emigrate after a long period of drought on their previous farms. Find three reasons why Joseph Poulin was a successful homesteader. Answer in complete sentences.

2

2. How did Joseph Poulin help others in the community? Answer in a complete sentence.

- ④ 3. Some early homesteaders who arrived in the Vegreville area were Edward Dennis and other English-speaking settlers from eastern Canada and the United States. Some emigrated when they saw posters and heard stories about large homesteads in Alberta. Find three reasons why Edward Dennis was a successful homesteader and write the answer in a complete sentence.
- _____
- _____
- _____
- _____
- ② 4. Give an example of how Edward Dennis helped others in the community. Write your answer in a complete sentence.
- _____
- _____
- ③ 5. Some homesteaders were disappointed when they arrived in the Vegreville area. Give two reasons why they were disappointed.
- _____
- _____
- _____
- ⑤ 6. The homesteaders rushed to name their town because they wanted a post office. Did they name their town Vegreville because Father Vegreville was a lot like the homesteaders? Choose a viewpoint and write the answer in a complete sentence. Find two examples to support your choice.
- _____
- _____
- _____
- _____
- _____



Turn to Chapter 2 in the Module 8 Student Module Booklet.

20

Chapter 2 Assignment: From “Trochuk” to a Train

Homesteaders loved to laugh and they had a lot of courage when times were tough. Show their great love of laughter in a graphic story of the great escape from the jail with a sod roof. That means retell the story in pictures and words.

Complete your drawings on the next page.

⑤

1. In the first frame, draw and colour a picture of a man waking up in a jail with a sod roof. Write a phrase or a sentence in a word balloon to help the reader understand.

⑤

2. In the second frame, draw and colour a picture of the man lifting the sod roof. Write a phrase or a sentence in a word balloon to help the reader understand.

⑤

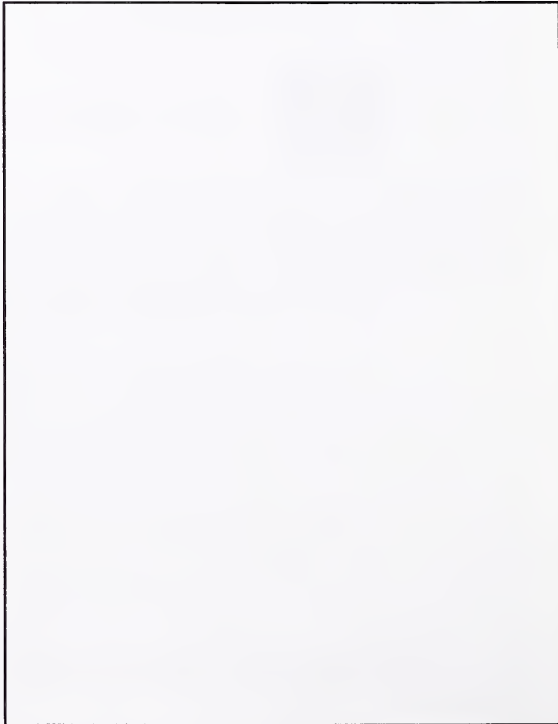
3. In the third frame, draw and colour a picture of the man lifting a blanket from a sleeping NWMP officer. Write a phrase or a sentence in a word balloon to help the reader understand.

⑤

4. In the fourth frame, draw and colour a picture of a NWMP officer waking up cold and shivering, while the man sleeping on the floor is cozy and warm under a blanket. Write a phrase or a sentence in a word balloon to help the reader understand.



Turn to Chapter 3 in the Module 8 Student Module Booklet.



15

Chapter 3 Assignment: West, with Dreams and the “Kobzar”

Why did Ukrainian settlers choose to move to Canada? Write a paragraph describing why they chose to move. Include a topic sentence that introduces their desire to move. Write three supporting sentences to explain the reasons why they moved. Write a concluding sentence that summarizes why they moved. You will be marked on how well the information is organized, neatness, and spelling.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Turn to Chapter 4 in the Module 8 Student Module Booklet.

35

15

Chapter 4 Assignment: Sentinels of the Prairies

1. You've researched a grain elevator in a community in Alberta. Now, using your notes, write a paragraph about the elevator on the lines below. Be sure to include the name of the community, a brief history of the grain elevator, the year it was built, the number of elevators in the community, who owned the elevator, and whether or not it is still standing. You will be marked on how well the information is organized, neatness, and spelling.

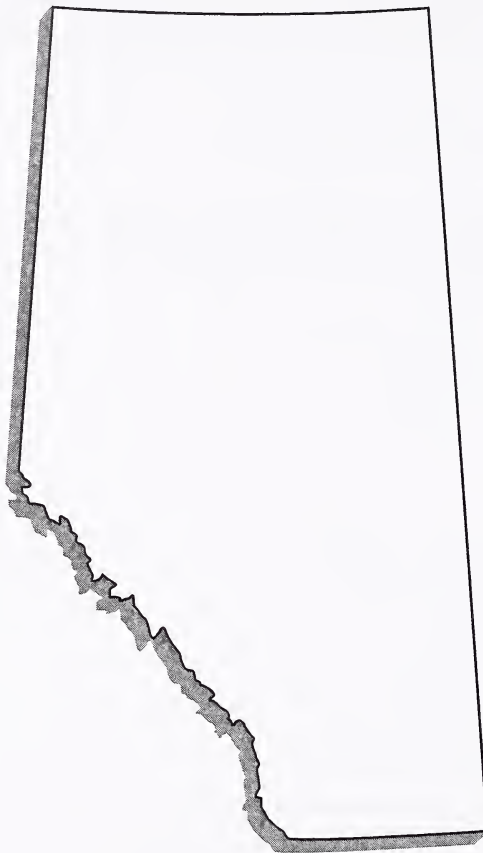
This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

- ② 2. What are the keywords you typed in a search engine to find the information you needed?

- ③ 3. Write the URLs of three websites you looked at during your research.

- ⑩ 4. Draw and colour (or paint) a picture of the Alberta grain elevator you researched. Be sure the name of the community is on the elevator.

- ② 5. On the following map of Alberta, draw a green circle where the grain elevator you researched is found. Write the name of the community beside the circle.
- ① 6. On the map, draw a blue square to show where Edmonton is.
- ① 7. On the map, draw a red triangle to show where Calgary is.



- ① 8. Is the community where the grain elevator is located closer to Edmonton or to Calgary?
-



Turn to Chapter 5 in the Module 8 Student Module Booklet.

20

8

Chapter 6 Assignment: A Walk in the Park

1. Look at the shadows of the animals. Write the name of each animal on the line beneath it. Choose from the following animals.

beaver
bison
snowshoe hare
pronghorn antelope

bighorn sheep
great horned owl
coyote
trumpeter swan

a.



b.



c.



d.



e.



f.



g.



h.



- ① 2. Which animal in question 1 can only be found in the Rocky Mountains?

- ① 3. Which animal in question 1 can only be found in the grasslands?

- ① 4. What landform or natural region do you live in?

- ③ 5. List three of the animals from question 1 that can be found in the landform or region where you live.

- ⑥ 6. List six animals not found in question 1 that live in your region or landform.



Turn to Chapter 7 in the Module 8 Student Module Booklet.

10

5

Chapter 7 Assignment: A Park for Future Generations

1. Look at the cartoon below. Read what the farmer has to say about Elk Island National Park. Write a response to the farmer below. In complete sentences, give two reasons why Elk Island National Park should not be given over to farmland.



The land that the park is on is good for farming because the soil is very fertile. Parks Canada should let farmers buy the land to cultivate.

5

2. Look at the cartoon below. Read what the golfer has to say about the Elk Island National Park golf course. Write a response to the golfer below. In complete sentences, give two reasons why the golf course should be closed down.



I love coming here on weekends to golf. The scenery is spectacular. Parks Canada should keep the golf course open forever.



Turn to Chapter 8 in the Module 8 Student Module Booklet.